



MINUTES
SOCIAL STUDIES STANDARDS RECOMMENDATION COMMITTEE
FEBRUARY 10, 2016

The Standards Recommendation Committee met for its eighth scheduled meeting at the Tennessee School Boards Association's board room at 9:00 AM CT.

Present.....10

Absent.....0

Mr. David Barrett

Ms. Pamela Bobo – Came at 12:15 PM

Mr. Bill Carey

Mr. William Freddy Curtis – Vice Chair

Dr. Shannon Duncan

Mr. Louis Gallo

Ms. Katherine Petko

Ms. Marsha Rains

Mr. Jason Roach - Chair

Mr. Todd Wigginton

9:10 AM

Mr. Jason Roach recognized **Ms. Laura Encalade** to call the roll.

Mr. Roach asked for a motion to approve the January 27, 2017 minutes.

ACTION: **Mr. Freddy Curtis** moved acceptance. **Ms. Marsha Rains** seconded. The motion passed unanimously.

Mr. Roach asked for a motion to adopt today's meeting agenda.

ACTION: **Ms. Rains** moved acceptance. **Ms. Katherine Petko** seconded. The motion passed unanimously.

Mr. Roach addressed the committee on the dates coming up for more meetings. He expressed concern that the committee has gotten behind their timeline so they are going to change how the committee members will present their ideas and motions. The committee has also added a meeting on March 3, 2017.

No one on the committee objected to using only one minute to present the idea before the motion is formally adopted to sit on the floor. **Mr. Roach** said that he loves social studies and really believes in spending the time on this product, but also believes in abiding by the timeline.

Mr. Bill Carey said he thinks that once the committee gets through fifth grade, the work will move faster.

9:20 AM

The committee picked up where they left off on the fifth grade standards.

Fifth Grade Standards (Continued)

Dr. Shannon Duncan said that there were several discrepancies in standards 5.07 – 5.21 when you compare and contrast the standard Bloom’s words in fifth grade vs. eighth grade vs. eleventh grade. She would like the educator advisory team leads to make the necessary adjustments. **Mr. Carey** said, for example, that currently fifth graders analyze the civil war and eleventh graders describe the civil war.

ACTION: **Dr. Duncan** moved acceptance to compare fifth, eighth, and eleventh grade verbs in the standards to make sure it is the correct progression for Bloom’s Taxonomy. **Mr. Carey** seconded. The motion passed unanimously.

Mr. Todd Wigginton said that moving forward, the committee can make motions on the content, but cautioned them not to get caught up in the verbs because the educator advisory team leads are already going to fix the verbs.

ACTION: As an amendment, **Mr. Wigginton** motioned to ask the educator advisory team leads to compare all grade levels for the correct progression in verbs for Bloom’s Taxonomy. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: **Ms. Rains** motioned to adopt the entire “Civil War and Reconstruction” section of **Ms. Kenecia Sullivan’s** proposal (standards 5.07 – 5.21). **Mr. Louis Gallo** seconded. Following the discussion as well as the votes on amendments below, the motion passed unanimously.

ACTION: As an amendment, **Mr. Wigginton** motioned to change standard 5.07 to state “Explain the effort of both the Union and the Confederacy to secure the Border States for their causes.” **Mr. David Barrett** seconded. The motion passed unanimously.

Mr. Wigginton said he wants to understand what standard 5.08 is trying to get at with the words “theaters of war”. **Mr. Roach** said he would recognize **Mr. Wigginton** as a point of information rather than a formal amendment for discussion. He said the terminology seems a little off and asked if they used this with other wars. **Mr. Carey** said that the wording is seen in other wars.

Mr. Wigginton said there should be more specifics for teachers. **Mr. Carey** said that the important parts of this standard are looking at certain places within the war like rivers and forts. **Mr. Gallo** said that he thought it was specific structures throughout the south.

ACTION: As an amendment, **Mr. Wigginton** motioned to send standard 5.08 back to the educator advisory team leads to change the term “theaters of war” to be more specific. **Mr. Curtis** seconded. The motion passed unanimously.

ACTION: As an amendment, **Mr. Wigginton** motioned to add the words “events of the Civil War” to standard 5.09. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: As an amendment, **Mr. Wigginton** motioned to add “surrender at Appomattox Court House” to standard 5.09. **Mr. Carey** seconded. The motion passed unanimously.

Mr. Curtis asked the committee for their thoughts about adding more to the list of battles. **Mr. Barrett** said it would add more time to the teachers’ list. **Ms. Rains** said that while the battles are important, it just adds too much time. **Mr. Barrett** said that it does not restrict a teacher from teaching about a battle in their backyard. **Mr. Carey** said that if they were going to add in a Tennessee battle he would add Fort Donelson.

ACTION: As an amendment, **Mr. Curtis** motioned to send standard 5.09 back to the educator advisory team to add limited local Tennessee battles, using professional judgment. **Mr. Wigginton** seconded. The motion passed unanimously.

Mr. Wigginton asked for clarification if it would be in the standard or in the supplementary document. **Mr. Roach** said that his concern is about putting something generic in the standards, because it can then be assessed. **Mr. Carey** said he just wants to add Fort Donelson. **Mr. Wigginton** said he appreciates **Mr. Carey** prioritizing the one battle.

ACTION: As an amendment, **Mr. Carey** motioned to add the Fort Donelson battle between Bull Run and Shiloh in standard 5.09. **Mr. Curtis** seconded. The motion passed unanimously.

ACTION: As an amendment, **Mr. Wigginton** motioned to extend standard 5.11 to add “Explain the purpose of the Emancipation Proclamation and analyze its impact on the country.” **Mr. Carey** seconded. The motion passed unanimously.

Mr. Carey said standard 5.21 tries to connect two things that are actually not connected to each other. He said it would be best to split the standard into two separate standards. **Mr. Wigginton** said he agrees that there is a flaw with this standard.

ACTION: As an amendment, **Mr. Carey** motioned to break standard 5.21 into two different standards for yellow fever and African Americans in the Tennessee General Assembly. **Mr. Gallo** seconded. The motion passed unanimously.

ACTION: As an amendment, **Mr. Wigginton** motioned to send **Mr. Carey’s** proposal for standard 5.21 to the educator advisory team lead to have them create two new standards. **Ms. Petko** seconded. The motion passed unanimously.

Mr. Curtis said that he remembered **Ms. Rains** had some concerns with standard 5.18. **Ms. Rains** said she had a lot of concern with the Ku Klux Klan being introduced in the fifth grade because it is controversial. She does not want to minimize it but doesn’t know where or when it is more appropriate to bring the topic up. **Mr. Carey** asked for **Ms. Encalade** to read out what the current standard says on this topic.

ACTION: As an amendment, **Mr. Barrett** motioned to remove the term “Radical Republicans” out of standard 5.17. **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: As an amendment, **Mr. Gallo** motioned to amend standard 5.17 to add “describe the reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.” **Mr. Carey** seconded. The motion passed unanimously.

Mr. Curtis says the Ku Klux Klan is discussed in two different eighth grade standards. **Mr. Barrett** says that another fifth grade standard discusses this. **Dr. Duncan** said that she is wondering if there isn’t some kind of simplistic revision because it is important for fifth graders to be exposed. **Mr. Gallo** offers a compromise to amend the standard. **Dr. Duncan** said some of these topics can be listed in the supplementary document.

ACTION: As an amendment, **Mr. Barrett** motioned to strike standard 5.18 due to concerns for age-appropriateness. **Ms. Rains** seconded. The motion failed.

ACTION: As an amendment to amend the above motion, **Mr. Gallo** motioned to edit standard 5.18 rather than strike it for age-appropriateness. **Mr. Carey** seconded. The motion passed with eight ayes and one nay.

Mr. Barrett said by removing it, it does not limit the teacher from teaching it. **Mr. Scott Ezell** said that he agrees with **Mr. Barrett** that it does not limit the teacher, and it does come up in other standards in other grades. **Dr. Duncan** said she sees both sides through the lens of her young children as well as her high school students. **Mr. Wigginton** asked if there are enough avenues for it to still be taught. **Mr. Roach** said that any great teacher who is going through this standard will have to teach it but by removing it gives them more flexibility to adjust the instruction for their students.

ACTION: **Mr. Gallo** motioned to edit standard 5.18 to read “Analyze why Congress turned to military reconstruction and the impact of the backlash.” **Mr. Carey** seconded. The motion failed.

Mr. Wigginton said that he hears that the big concern with standard 5.18 is age appropriateness. **Mr. Roach** asked why it would matter to remove the standard if a teacher will end up teaching it anyway because you cannot teach reconstruction without mentioning the Ku Klux Klan. **Ms. Rains** said her concern is controversial assessment questions. **Mr. Roach** said that he understands that if it is there it will be assessed, but he agrees with **Mr. Carey**.

ACTION: **Mr. Carey** motioned to change the wording in standard 5.16 to “...and institutions such as Fisk University on helping...” **Mr. Gallo** seconded. The motion passed unanimously.

Mr. Carey said the current wording makes it sound like Fisk University is the only HBCU.

ACTION: **Ms. Rains** motioned to revisit standard 5.18 to read “Analyze why Congress turned to military Reconstruction and the resulting backlash.” **Dr. Duncan** seconded. The motion failed with one aye and eight nays.

ACTION: **Mr. Wigginton** motioned to change standard 5.20 to read “Summarize the impact of the Compromise of 1877.” **Mr. Carey** seconded. The motion passed unanimously.

10:30 AM

The committee took a break.

10:45 AM

The committee reconvened.

ACTION: **Mr. Wigginton** motioned to adopt the entire section titled “Industrialization, the Gilded Age, and the Progressive Era” (standards 5.22 – 5.32). **Ms. Rains** seconded. Following the discussion as well as the votes on the amendments below, the motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to change standard 5.22 from “industry and mechanization” to “industrialization”. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to send standard 5.26 to the educator advisory team leads to amend or eliminate the last two bullet points that address scandals and political machines. **Mr. Gallo** seconded. Following the discussion below, **Mr. Barrett** withdrew his motion.

Mr. Barrett said that he is worried about the age appropriateness of standard 5.26 concerning the words ‘scandals and political machines’. **Mr. Carey** said he agrees with **Mr. Barrett** but would like to add another capitalist to the list. **Mr. Wigginton** asks **Mr. Carey** to bring that up for standard 5.29. **Mr. Barrett** said that he thinks those words are too much for fifth graders. **Ms. Rains** noted that it is addressed as a possible revision from **Ms. Sullivan’s** revisions.

ACTION: **Ms. Rains** motioned to adopt **Ms. Sullivan’s** revision for standard 5.26 to state “Explore the ideas and events of the Gilded Age, including: Economic disparity (mistrust of money) and industrial capitalist (John D. Rockefeller). **Ms. Petko** seconded. The motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to strike the parenthesis in standard 5.24. **Mr. Barrett** seconded. Following the discussion below, **Mr. Wigginton** withdrew his motion.

Ms. Rains said her concern is that it is very broad and wondered how this standard would be assessed.

Mr. Roach had to step out for a phone call, so he appointed **Mr. Curtis** as the temporary chair.

Mr. Wigginton said that his challenge with the Transcontinental Railroad listed is it would only be taught instead of any other examples. **Mr. Carey** said that if they take it out it does more damage.

Mr. Curtis recognizes **Mr. Roach** as the chairman upon his return.

ACTION: **Mr. Carey** motioned to delete Samuel Gompers from standard 5.27 and replace it with “the role of labor unions”. **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to change the verb to “examine” in standard 5.25 and edit to state “...and challenges of settling the Great Plains”. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: **Mr. Carey** motioned to delete John D. Rockefeller in standard 5.29 and replace it with Cornelius Vanderbilt. **Mr. Gallo** seconded. The motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to edit standard 5.28 to read “Examine the contributions and impact of inventors on American society...” **Ms. Petko** seconded. The motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to remove the word “course” in standard 5.30. Following the discussion below, **Mr. Wigginton** withdrew his motion.

Mr. Wigginton said that he believes it does not fit in this grade level because all of the examples are causes, with the exception of rough riders. **Ms. Petko** said that “course” was their involvement in that standard.

ACTION: **Mr. Carey** motioned to reword standard 5.31. The motion failed due to the lack of a second.

Ms. Petko says she agrees with **Mr. Carey** that it is a little flat, but does not agree with his rewording.

ACTION: **Ms. Rains** motioned to send standard 5.31 back to the educator advisory team leads to add more depth to the standard. **Ms. Petko** seconded. The motion passed unanimously.

Ms. Rains said she does not want to delete Angel Island from the standard. **Mr. Wigginton** asked where she wants to add depth, to the immigration process itself. **Mr. Carey** said he would like to also identify Ellis Island as the entry point for 12 million immigrants and understand what the journey and entry points were like for the immigrants.

ACTION: **Mr. Barrett** motioned to send standard 5.24 back to the educator advisory team leads to reword it because it currently sounds like there is only one example and one singular role that all immigrants play. **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: **Mr. Carey** motioned to have the educator advisory team add a standard that reads similar to “Evaluate Tennessee’s role in the passage of the women’s suffrage movement, including the impact of Anne Dallas Dudley and Harry Burn” or add Anne Dudley and Harry Burn to standard 5.32. **Mr. Curtis** seconded. The motion passed unanimously.

Mr. Curtis said he likes the motion because we are about to head into the 100th anniversary of the passage of the 19th amendment. **Mr. Wigginton** asked to clarify what they are voting on. **Mr. Carey** said he did not object to adding the information to standard 5.32. **Ms. Rains** said that Anne Dudley and Harry Burn appear in the next section in fifth grade so she isn’t sure if it is the best place to add them to this section. **Ms. Petko** said she would rather have them in the Progressive Era section rather than World War I section. **Mr. Roach** said he thinks topically it fits better in the Progressive Era.

ACTION: **Ms. Rains** motioned to adopt standards 5.33 to 5.47 in section “World War I, the Roaring Twenties, and World War II”. **Ms. Petko** seconded. Following the discussion as well as the votes on the amendments below, the motion passed unanimously.

ACTION: **Mr. Gallo** motioned to send standard 5.33 back to the educator advisory team to recognize that the Lusitania was not a cause of World War I, but rather a cause of German aggression. **Ms. Petko** seconded. The motion passed unanimously.

ACTION: **Mr. Wigginton** motioned to end standard 5.35 at the word “role” and strike the phrase “as a hero”. **Dr. Duncan** seconded. The motion passed unanimously.

Mr. Wigginton asked for a point of information on standard 5.35 to see if the last three words are necessary. **Mr. Carey** said he would delete it. **Mr. Roach** said that Alvin C. York was a hero, and everyone knows this, but it is a little redundant as a standard. **Mr. Carey** said that it is a little unsettling that there is only one name in this standard. **Mr. Wigginton** noted that it says “including,” so it does not limit a teacher.

ACTION: **Mr. Wigginton** motioned to add “Senate” to standard 5.36 after “U.S.”. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: **Ms. Rains** motioned to send standard 5.40 back to the educator advisory team leads to reconsider the standard for age appropriateness concerning fascism and Nazism. **Dr. Duncan** seconded. The motion passed unanimously.

Ms. Rains read Ms. Sullivan’s suggested edit for standard 5.40 to the committee. **Dr. Duncan** asked about the verb in the suggestion. **Mr. Gallo** said that this is a very complicated subject to introduce into the fifth grade and would like to ask the committee to reconsider the age appropriateness of fifth graders learning about fascism and Nazism. **Mr. Barrett** said they could amend it to say “Compare and contrast the structures and goals of the governments of Germany and Japan in the 1930s.” **Mr. Gallo** asked to add “leadership” behind structures.

ACTION: **Mr. Carey** motioned to change the wording in standard 5.39 to read “Describe that New Deal policies by President Franklin D. Roosevelt impacted American society with government-funded programs, including: social security, expansion and development of the national parks, creation of jobs, and the creation of power through the TVA”. **Mr. Gallo** seconded. The motion passed unanimously.

Mr. Carey suggested the standard could read “....including: social security, Tennessee Valley Authority, CCC, and projects such as the Cumberland Homesteads.” **Mr. Wigginton** said that he would not be in favor of striking national parks in this standard. **Mr. Curtis** asked about adding in “expansion and developments of national parks” and **Mr. Carey** agreed.

Mr. Wigginton expressed concern about the Cumberland Homesteads. **Mr. Carey** agreed to take out Cumberland Homesteads from his original suggestion.

Ms. Rains expressed concern with the verb “analyze.” **Mr. Carey** agreed to amend the motion to read “describe” instead of “analyze.” **Dr. Duncan** asked whether “describe how” would have the same impact as analyze and suggested that the wording be “describe that.”

Mr. Wigginton and **Mr. Carey** discussed whether these changes would highlight the job creation aspect associated with these programs. **Mr. Wigginton** asked to amend the suggested edit to say “the creation of jobs through the CCC and the creation of power through TVA.” **Mr. Carey** agreed with this change. **Ms. Encalade** said this could potentially turn into a bulleted list.

Mr. Wigginton said that he likes the original standard better than this standard because it is now complicated. **Mr. Roach** said he does not have a problem by adding in the TVA rather than electricity because it does not change the substance of the standard. **Mr. Carey** said he would take out “through the CCC”. **Mr. Wigginton** asked **Mr. Carey** if they can take out the parenthetical possible bulleted list.

ACTION: **Mr. Barrett** motioned to strike standard 5.42 for age appropriateness. **Mr. Gallo** seconded. The motion passed unanimously.

Mr. Barrett said this standard is a huge matter and would take too long to teach in fifth grade. **Mr. Carey** thinks this is a good idea.

ACTION: **Mr. Barrett** motioned to strike standard 5.45 as written. **Ms. Rains** seconded. The motion passed unanimously.

Mr. Wigginton said he was going to motion to change “importance” to “significance”. **Mr. Barrett** said that he thinks this is a gigantic topic and cannot be taught adequately in a short period of time.

Dr. Duncan said she spoke with a fourth/fifth grade teacher who teaches this as a way to build more empathy as a base for other huge historical events. She said that something needs to be there to start building this understanding. She also agrees that it is a big topic.

Mr. Roach said that teachers have to talk about the Holocaust and would not support pulling the topic out completely. **Ms. Petko** said that in her district, ELA teachers are teaching about it so it should also be taught in social studies class.

Ms. Rains said it concerns her that it is in the standards in isolation and it is not clear how long it should be taught. **Mr. Gallo** said that he believes the word “Holocaust” needs to be in the standard. **Mr. Barrett** agrees to amend his motion to have the educator advisory team leads revise this standard to ensure that the word Holocaust remains. The educator advisory team leads will rework the standard to clarify it.

ACTION: **Mr. Wigginton** motioned to strike standard 5.46 and send the content back to the educator advisory team leads to possibly add elsewhere. **Mr. Curtis** seconded. The motion passed unanimously.

Mr. Wigginton said the standard isn't very specific and is a little confusing. **Mr. Barrett** said that they could also use this standard to edit the other standard 5.49 to add clarification. **Mr. Wigginton** wanted to strike 5.46 in order for the educator advisory team leads to potentially include it in 5.49.

ACTION: **Mr. Carey** motioned to reword standard 5.47 to say "Describe the mobilization of Tennessee during World War II, including the conversion of factories to wartime production, the importance of Oak Ridge, and the Manhattan Project." **Mr. Gallo** seconded. The motion passed with two ayes and seven nays.

Initially, **Mr. Carey's** suggested rewording was "Describe the mobilization of Tennessee during World War II to include conversion of factories to wartime production, POW camps within the state, the importance of Oak Ridge, and the Manhattan Project." **Mr. Barrett** said that he thinks this is too much for fifth grade.

Dr. Duncan said that she would like to hear from the middle school educator advisory team lead. **Mr. Carey** removed "POW camps" and explained his reasoning for why the rest is important. **Mr. Ezell** said that it would read better as "including" than "to include".

Ms. Pamela Bobo arrived at 12:15 PM.

ACTION: **Mr. Carey** motioned to add United Nations and Cordell Hull to the fifth grade standards. The motion failed for lack of a second.

Mr. Ezell said that the standard is almost exactly as written in the high school U.S. History class. **Dr. Duncan** said it would be better retained at the high school level rather than in fifth grade, and she is worried it would become a checklist item.

ACTION: **Mr. Wigginton** motioned to adopt the entire section of "World War I, Roaring Twenties, and World War II" with all of the amendments. **Mr. Curtis** seconded. The motion passed unanimously.

12:10 PM

The committee broke for lunch.

12:50 PM

The committee reconvened.

ACTION: **Ms. Rains** motioned to adopt standards 5.48 to 5.55 in the "Modern U.S." section. **Mr. Carey** seconded. Following the discussion and the votes on amendments below, the motion passed unanimously.

ACTION: **Mr. Carey** motioned to eliminate the phrase "and immigration policy change" in standard 5.55. **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: **Mr. Barrett** motioned to send standard 5.54 back to the educator advisory team leads to possibly drop "Watergate scandal" and revise for age appropriateness. **Mr. Wigginton** seconded. The motion passed unanimously.

Mr. Barrett wondered if it is necessary for fifth graders to know all about the Watergate Scandal. **Mr. Gallo** asked **Ms. Rains** how much students this age can retain about the Cold War. **Ms. Rains** said that they just are not ready. She said the more introductory they can make it, the better off the students are.

ACTION: **Mr. Barrett** motioned to send the entire section back to the educator advisory team leads to review the topics, possibly delete material that is not age appropriate, and/or add new standards, based on the discussion and guidelines. **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

Ms. Rains said that she wants to make the rest of these standards more simplistic. **Mr. Barrett** said he is actually not comfortable with a lot of the standards for this section. He said he wouldn't be opposed to having the whole section sent back for reevaluation and to decide what is truly age appropriate. **Ms. Bobo** said she would like to see some things added to this section.

Ms. Petko said, overall, these standards are more general/big picture. **Dr. Duncan** said their original vision was to create an introduction to these big topics. **Mr. Barrett** said that he thinks this section could be filled with interesting and important things that don't get into a lot of controversy, such as space travel.

Ms. Bobo said that it is critical to add to standard 5.51 the Clinton High School, Highlander Folk School, and Tent City. She recognizes that it is a long list but it is important. She also thinks there are places in the rest of the standards that can be removed. She said that at some point the teacher will teach Martin Luther King Jr., Rosa Parks, etc. She also wants to combine Freedom Riders and non-violent protests. **Mr. Carey** said that if something has to be deleted the way it is now, he would rather it say non-violent protests and the impact of Highlander Folk School than Nashville sit-ins.

Mr. Gallo said that he thinks it is important, but he doesn't necessarily think fifth graders will understand Reaganomics, etc. in the standards. He said they should make the Cold War standards more big picture and not so specific—it is too much. **Mr. Roach** said that he thinks they can all agree it is a lot for fifth grade to understand.

Mr. Barrett said that adding in the space race could potentially be great for fifth graders. **Mr. Wigginton** said he thinks they may need to add in their priorities for this time period. **Mr. Gallo** said he understands **Ms. Bobo's** point and agrees with her; however, he is hesitant to remove Martin Luther King Jr.'s name from the standards.

Mr. Roach said that he understands why some topics were removed, but the committee is tasked with seeing what should be added back in. Some of the topics that **Ms. Bobo** discussed did have national significance.

ACTION: **Mr. Carey** motioned to send standard 5.37 back to the educator advisory team lead to consider revising it to "music from/of Tennessee (i.e. WC Handy, Bessie Smith, WSM, and Grand Ole Opry)". **Mr. Gallo** seconded. The motion passed unanimously.

Mr. Carey asked the committee to look back at standard 5.37 that only discusses the Harlem Renaissance. He asked if it is appropriate during the Roaring Twenties. **Ms. Petko** said that if she is thinking about this time period, she would immediately think of Harlem Renaissance. **Ms. Bobo** said she does agree that WSM should be added there because the twenties are about music.

ACTION: **Mr. Carey** motioned to have the educator advisory team leads read the letter from Senator Crowe and the Senate Education Committee regarding adding in the origin of the name Tennessee so the standards can be adjusted. **Mr. Curtis** seconded. The motion passed unanimously.

Sixth Grade Standards

ACTION: **Mr. Curtis** motioned to adopt the social studies practices for grades sixth through eighth. **Ms. Wigginton** seconded. The motion passed unanimously.

Mr. Curtis said he believes this document is extremely important for teachers.

Mr. Roach asked the committee to look over the document that **Mr. Ezell** has compiled of proposed revisions to the sixth grade standards.

1:50 PM

Mr. Roach asked **Mr. Curtis** to fill in as Chair while he had to step outside.

ACTION: **Mr. Curtis** motioned to adopt **Mr. Ezell's** revision document to the sixth grade standards. **Ms. Rains** seconded. The motion passed unanimously, with the below guidelines.

Mr. Curtis said that he believes that these revisions are appropriate. **Mr. Carey** asked about standard 6.57 and the idea of removing the Parthenon from the standard. **Mr. Ezell** said it would be moved to the supplemental document.

Mr. Barrett asked what 'other jewelry' means in standard 6.03. **Mr. Ezell** said that he wants to change that to shelter.

Mr. Barrett said that the third bullet in 6.04 is a gigantic topic and would rather see it replaced with "growth or emergence of permanent settlements" or "rise of cities" that would go better with the rest of the list.

Mr. Barrett asked the committee about the epic of Gilgamesh in standard 6.12 and how it would be taught. **Mr. Ezell** said their thinking was to give the teachers some autonomy by keeping the name specifically but not stating that students had to read it.

Mr. Barrett also asked about the appropriateness of listing Hammurabi's Code in standard 6.13. He also said that the educator advisory team leads may need to revise standard 6.21 to remove identifying Ancient Israel/Egypt on a map.

Mr. Barrett also brought up listing the founders in standard 6.23 and whether they should be listed. **Mr. Roach** said that he thinks it would be really hard to remove the founders. **Mr. Ezell** said they could change it to instead say "key persons" for each religion.

Mr. Carey asked that they not remove the Parthenon from the sixth grade standards. **Mr. Gallo** agreed that it should not be removed. **Mr. Ezell** said he would rewrite that standard.

Mr. Barrett said that he thinks monsoon winds should be added as a bullet point in standard 6.26. He also said on standard 6.32 the educator advisory team lead needs to look at the listing. **Mr. Ezell** asked the committee if they thought that standard 6.43 was redundant.

Mr. Barrett said the committee needs to consider if standard 6.50 is worthy of a full standard.

In standard 6.61, it says that Jesus is the Messiah. **Mr. Roach** said that if they incorporate Jesus as the Messiah, should they go to other religions and add in the same thing for each one? The committee discussed adding Jesus as the Messiah in basic beliefs and add Paul as a key person. They agreed to possibly change it to “Jesus Christ and the apostles, including Paul.” **Mr. Roach** said that the committee cannot show deference to one religion—whatever the committee does for one religion needs to be applied to all religions. **Mr. Barrett** also said that they should delete “Christ” since the title was added later. The committee agreed. **Mr. Ezell** said that having Jesus as the Messiah there is good for balance, since the five pillars are included for Islam.

Mr. Gallo said that standard 6.60 should not be removed and wants it to remain. **Mr. Wigginton** said that he thinks it does not launch into the beginning of Christianity. **Mr. Gallo** wants the wording to just be examined.

2:30 PM

The committee took a ten minute break.

2:40 PM

The committee reconvened.

Seventh Grade Standards

Mr. Roach asked the committee to read through **Mr. Ezell’s** suggested revisions.

ACTION: **Mr. Curtis** motioned to adopt all of the seventh grade standards with **Mr. Ezell’s** revisions. **Mr. Barrett** seconded. The motion passed unanimously, with the following guidelines for edits.

Mr. Ezell said that they removed an inappropriate book from the standards. The committee said that standard 7.12 is not a lot of background knowledge and does not really fit. They would like to see it be made more general or taken out completely.

The public feedback on standard 7.67 said that it didn’t really fit and the wording was off. **Mr. Carey** suggested adding Bartolome de Las Casas. The committee also said it could potentially be split into two different standards.

Mr. Curtis asked about standard 7.04. **Mr. Ezell** said they removed it and added it to 7.07 to make it more cohesive. **Mr. Carey** asked if they do explorers in the state of Tennessee three times throughout the years. The committee said that they do.

Mr. Carey said that looked at the Age of Exploration section and wondered if teachers are getting to this section with all that they have to teach. He believes that it is more important than the Ancient Japan section because it is still very Euro-centric.

Mr. Barrett presented several ideas for combining some of the standards in the section on Japan and China into a section called “East Asia.”

Dr. Duncan asked for a point of clarification on whether Native Americans from other areas besides North America were listed. **Mr. Ezell** provided an explanation of places where other Native American groups are included. **Dr. Duncan** raised the question about whether there are still missing elements in this section, like Native Americans in the United States specifically within standard 7.57.

Mr. Carey noted that Amerigo Vespucci was included two times, and **Mr. Ezell** presented an idea to move several explorers around in that section, adding Hernando de Soto and removing Vespucci under Portugal.

Mr. Barrett mentioned that, in standard 7.17, it was unclear how the Arabian Peninsula had a relationship with the Nile River. **Mr. Ezell** said his proposal is to change the stem of that standard to better align with the rest of the geography standards in the grade.

Mr. Barrett mentioned that the differences in the five pillars for Sunni and Shiite Muslims isn’t included in standard 7.18. **Mr. Roach** said that some of the differences between the Sunni and Shiite are difficult for students to understand and that it could be easy to get bogged down on this standard. He said that it is critical to make sure that we are spending the same amount of time and rigor on each religion standard.

For standard 7.20, **Mr. Barrett** asked whether information on the preservation of knowledge should be included in this standard.

Mr. Carey asked if 7.36 has too much detail for one standard. **Mr. Gallo** said he isn’t sure but doesn’t think it is too much. **Mr. Gallo** said that he believes there is too much overall in seventh grade, especially the number of time periods to cover in one school year.

Mr. Barrett said he would suggest adding the Atlantic Ocean to standard 7.29.

Mr. Wigginton asked **Dr. Kadie Patterson** if she had anything to add based on public feedback. **Dr. Patterson** explained the response to renaming the different sections. She mentioned potentially combining the Ancient Japan and China sections to create an “East Asia” section.

Mr. Barrett asked to look at standard 7.48. **Mr. Ezell** said that the standard is largely redundant. **Mr. Gallo** said that they could stop at the “split with Catholic Church” and asked if this standard is too religious or focused on the development of the protestant work ethic. He also suggested phrasing it as “analyze the development of Calvinism.”

Mr. Barrett asked the other committee members whether standard 7.54 is too deep. The committee decided to possibly change the section title to “The Renaissance, Protestant Reformation and Scientific Revolution”.

Mr. Gallo suggested removing Mary, Queen of Scots, in standard 7.51.

Mr. Barrett suggested adding “Indigenous Civilizations of the Americas” in the title. **Mr. Ezell** said that their reason for not doing that is that it wasn’t called the Americas in that time period.

Mr. Barrett said that in standard 7.60 there is nothing about the decline of the Maya culture.

Mr. Gallo made a note for the committee to address in the high school World History course that there is a large gap concerning information about Louis XIV and Peter the Great.

3:45 PM

The committee finished seventh grade and discussed adding another meeting to complete their work.

ACTION: **Mr. Wigginton** motioned to add a March 4, 2017 meeting from 9 am to 4 pm CT. **Ms. Rains** seconded. The motion passed unanimously.

3:50 PM

ACTION: **Ms. Rains** motioned to adjourn the meeting. **Mr. Gallo** seconded. The motion passed unanimously.